

**Council on Postsecondary Education
Committee on Equal Opportunities
October 17, 2005**

**Annual Report:
Governor's Minority Student College Preparation Program**

The Governor's Minority Student College Preparation Program was established in 1988 to address the under-representation of minority students in postsecondary education. The GMSCPP offers academic enrichment activities to minority students in grades 6-8 to encourage them to enroll in rigorous courses while in middle and high school to enable them to prepare for college level coursework. For the past 17 years, the program has served thousands of students from across the Commonwealth.

The memorandum of agreement between the Council and each institution requires that an evaluation report be prepared and submitted to the Council prior to the release of funds for the new program year. Institutions are required to assess and report on the overall success of their program, the impact the program has on students, and how the program addresses statewide goals and objectives. Council staff evaluates the programs to determine the level of success in implementing strategies that achieve the statewide goals and objective of creating a larger pipeline of students who are prepared for college.

The 2005 evaluations reveal that 1,079 students participated in 15 of the 17 funded programs at Kentucky's public universities, and community and technical college districts in FY 2004-05, an increase of 85 students from the previous year. A total of 143 middle and junior high schools participated in the statewide program. Kentucky State University and Ashland Community and Technical College did not have an active program in fiscal year 2004-05. Seven institutions have programs year round. Eight institutions have summer-only programs. View Attachment A.

Each program offered comparable academic enrichment activities including computer technology, communication and listening skills, math, science, reading, research skills, African American history and culture, leadership skills, and an introduction to collegiate life. Five programs offered participants a residential experience during the summer sessions, while the remaining institutions provided academic support services over a one-to three-week period. Programs also included a parent/guardian workshop to increase parental support in the preparation of students for postsecondary education. Each program participated in the day and a half statewide conference held at Western Kentucky University in June 2005, with the exception of Kentucky State University, Ashland Community and Technical College, and Somerset Community College. Each institution indicated that a parental component, as well as community support, was included in their programs; parents and guardians were required to attend at least one meeting during the program year.

Most institution participants indicated that collaborative activities and programs with other GMSCPP were planned, however, several reports cited funding and transportation issues as barriers to collaborating with other institutions. The majority of the reports referenced and identified school administrators, community organizations, and educational programs (GEAR UP, TRIO, and UPWARD BOUND) as the primary collaborators associated with the GMSCPP. The collaborators were often located in nearby counties. Several institutions indicated that plans are underway to host collaborative activities in the upcoming year.

The common application, developed to collect specific data on all student participants, was utilized by all program directors in 2004-05. Each institution now collect uniform data that can be used to perform statistical analysis and track students as they move through the Kentucky postsecondary education system.

Program directors also were advised to address the statewide goals and objectives by developing academic enrichment programs and activities that would be used to motivate, transition, and prepare program participants for high school and postsecondary education.

While each program may provide a different focus, directors have agreed to introduce and develop students' skills in specific areas, in particular disciplines and fields where African Americans and other minority groups are underrepresented (engineering, math, science and teaching).

Results of the report show that student participants were introduced to workshops, lectures, and other academic enrichment activities to introduce students to opportunities in the areas listed above, as well as a variety of other careers. The majority of the reports indicated that reading had become an integral part of the program --- students were introduced to books and periodicals and conducted research during their scheduled meetings. Students were also encouraged to keep journals throughout the year at several institutions. Thirteen programs included a computer component; and eight provided pre- and post-testing to student participants. Four institutions indicated that they exposed students to ACT preparation materials, and one program director paid for the top students to take the ACT test (one eight grade student scored a 21). At least three institutions indicated that students were introduced to a foreign language as part of their regular curriculum.

Suggestions from the GMSCPP directors included:

- Mandating consistent participation at GMSCPP meetings.
- Creating a newsletter for GMSCPP directors and participants.
- Highlighting a "program of the month."
- Conducting visits to each of the program sites.

- Working more closely with transitional programs (TRIO, UPWARD BOUND, GEAR UP).
- Providing more collaborative activities for directors.

Copies of the institutional reports are available at the Council office.

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